**EMIRATES INTERNATIONAL SCHOOL – MEADOWS**

**Assessment Task**

**Subject:** PE **Grade:** 8

**Module:** Movement-Rhythmic Gymnastics

**Student name:** ……………………………………………………………….………………….

**Assessment title:** Choreographing a Rhythmic Gymnastics routine

**Criteria covered**: Criterion B-Movement Composition

**Date given:** ………….………………… **Hand-in date:** ……………………………………

**Task:** To choreograph and perform a Rhythmic Gymnastics routine using a ball, a hoop in a solo routine or combinations of the two in a pair (hoop/hoop, ball/ball or hoop/ball). Students must show understanding and evidence of the various technical and artistic values of Rhythmic Gymnastics performance and demonstrate appropriate use of the various Rhythmic Gymnastics elements/skills and apparatus. The routine needs to be executed with control, grace and flow.

**Your choreography must include the following elements:**

* **1:30min in length**
* **Clear start and finish**
* **At least two different leaps/jumps**
* **At least two different balances**
* **A body wave**
* **A spin/rotation**
* **At least two different travels**
* **Perform in a minimum of two different planes (levels).**

**Each routine must also show a variety of handling of the apparatus**

**Hoop:**

* rolls (over the body or floor)
* rotations (around the hand or body, around the axis of the hoop)
* throws and catches
* passing through or over the hoop
* handling (swings, circles, figure of eights)

**Ball:**

* Throws and catches
* Bounces
* Free rolls over the body or on the floor
* Handlings (swings, circles, figure 8’s, spinning movements, balanced ball)

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| --- | --- |
| **Achievement level** | **Descriptor** |
| **0** | The student has not met any of the criteria for this assessment. |
| **1-2** | The student **selects little** aesthetic moves that **are often appropriate** to the requirements of the task. The student has **some difficulty in adapting and/or creating** moves. The sequence shows **a simple use** of space, time, level, force, flow and control of apparatus. The composition is **often incoherent, with many pauses**, and shows **partial creativity**. |
| **3-4** | The student **selects adapts and creates** aesthetic moves that **are often appropriate** to the requirements of the task.  The sequence shows **a competent use** of space, time, level, force, flow and use of apparatus.  The composition is **regularly coherent**, and shows **a few aspects of imagination and creativity**. |
| **5-6** | The student **selects adapts and creates a selection** of aesthetic moves that **are appropriate** to the requirements of the task.  The sequence shows **a sophisticated use** of space, time, level, force, flow and use of apparatus.  The composition is **reasonable**, and often shows **aspects of imagination, creativity and style**. |

**Grade 8 Movement Composition Self-Assessment/Feedback – Homework**

**The unit question asks “What does movement look like?”. Please answer the question and state key words to describe characteristics of your sequence.**

**How do you think you could have improved your overall sequence?**

**What do you think your strengths and weaknesses are in the performance?**

**If you are to do this module and assessment again what would you do different to help you improve your performance?**

**Teacher feedback:**

**Signed …………………………………………………………. Date: ……………………………………**